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ABSTRACT

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the medical skills and related health careers program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The 17 units are: orientation; safety; anatomy and physiology; medical ethics; determining patient needs; caring for patient personal needs; bedmaking; collecting specimens; assisting with examinations; maintaining an aseptic environment; taking and recording vital signs; determining patient nutritional needs; performing transfers; performing diagnostic tests; assisting with rehabilitation; office procedures; and identifying job responsibilities of various health careers. (KC)

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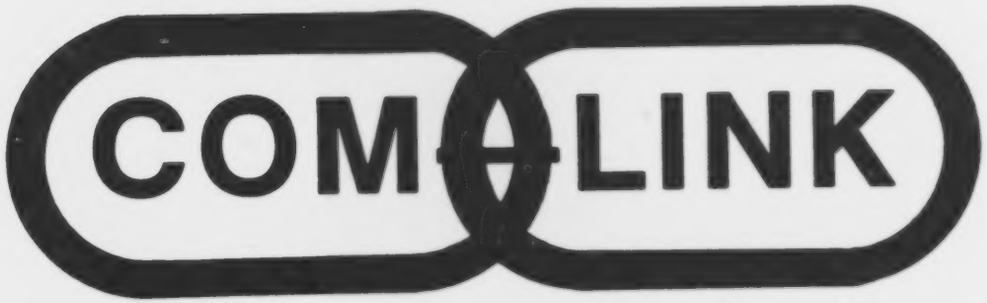
Competency Based Vocational Curricula



With Basic Skills And Academic Linkages

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In Cooperation With The

New Jersey State Department of Education

Division of Vocational Education

And

Ocean County Vocational-Technical School

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Ocean County Vocational-Technical School

Medical Skills and Related Health Careers

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PHILOSOPHY OF EDUCATION

The Ocean County Vocational-Technical Education Program should consist of those courses, activities and experiences which are designed to prepare students for a successful entrance in a given field of work. The program should be based upon an analysis of the worker needs of the field of work, the opportunities and requirements for entrance, and the particular characteristics and needs of the students.

We believe that:

The school should educate and train the students to live effectively in our ever-changing world.

The school should provide, for each student, intensive training toward general and specific job objectives, and setting standards of performance in keeping with the requirements of that particular field of work.

All students should evidence the interest, aptitude, and ability to profit from the specialized instruction, and this should be a condition of entrance into or continuance in a given field of work.

Equal attention should be given in the school program to develop sound character, good citizenship, ability to think critically, and maintain good mental and physical health.

The school must be constantly striving to fulfill its ultimate purpose; that of serving the students and the community. The school should give careful consideration to the needs, interests, and capacities of the students and the educational and technical background, experience, training, and professional interest of the professional staff as they develop a working philosophy of education.

PREFACE

The curriculum format employed by this project is competency based and utilizes the Ocean County Vocational-Technical Schools' curriculum infused model for the teaching of basic skills as part of vocational education. The design demonstrates the relationship of vocationally related skills to communication, mathematics and science knowledge. Proficiences with regard to student outcomes cannot be achieved without mastery in related academic areas. All student outcome objectives are predicated upon entry level skills which reflect the dictates of the job marketplace and industry. In addition, basic skills matrices developed by the district are included. The totality of this package is designed to facilitate the vocational teaching process and to enchance the learning experiences of our students.

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

450 hours - 1 year course at O.C.V.T.S.
900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
AIR CONDITIONING, REFRIGERATION AND HEATING	900	140	120	120	520
AUTO BODY REPAIR	900	130	120	125	525
AUTOMOTIVE MECHANICS	900	150	120	120	510
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	900	216	126	125	433
BEAUTY CULTURE I AND II	1000	240	120	130	515
BUILDING TRADES	900	135	120	130	515
BUSINESS RELATIONS - MEDIA/MODELING	450	200	60	40	150
CHILD CARE AIDE	900	240	120	122	418
COMMERCIAL ART AND PRINTING	900	120	215	75	580
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	900	130	125	130	515

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COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
COMMERCIAL PHOTOGRAPHY & TELEVISION PRODUCTION	900	150	125	80	545
CUSTOM CABINETMAKING	900	130	120	60	590
DENTAL ASSISTING	450	168	65	77	140
DESIGN DRAFTING	900	135	150	165	450
ELECTRICAL TRADES	900	106	120	124	550
FASHION MERCHANDISING	450	200	60	40	150
FOOD SERVICES	900	206	132	125	437
INDUSTRIAL AUTOMATION AND ELECTRONICS	900	129	140	132	499
INTERIOR DESIGN	900	210	130	120	440
LANDSCAPING AND GREENHOUSE TECHNOLOGY	900	125	125	175	475

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

450 hours - 1 year course at O.C.V.T.S.
900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
MARINE ENGINE AND BOAT SERVICES	900	164	120	125	491
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	450	173	60	77	140
MEDICAL SKILLS AND RELATED HEALTH CAREERS	450	135	65	125	125
MEDICAL SKILLS (ADVANCED)	450	125	60	125	140
PLUMBING AND HEATING	900	140	120	120	520
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	900	125	130	60	585
T.V. AND COMPUTER REPAIR	900	125	150	175	450
WELDING	900	135	120	100	545

COMMUNICATION SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School.
The asterisk indicates that the topic is studied in that curriculum.

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Text-book/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*
CHILD CARE AIDE	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*

COMMUNICATION SKILLS - CONTINUED

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Text-book/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
DESIGN DRAFTING	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
FOOD SERVICES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*		*	*			*	*	*	*	*	*	*	*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
WELDING	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

MATHEMATICS SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. The asterisk indicates that the topic is studied in that curriculum.

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*	*	*	*	*	*	*	*	*		*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*			*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*		*	*		*			*			*
CHILD CARE AIDE	*	*	*	*	*	*		*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*		*	*	*		*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*		*	*			*

MATHEMATICS SKILLS - CONTINUED

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
DESIGN DRAFTING	*	*	*	*	*	*		*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*		*	*	*		*
FOOD SERVICES	*	*	*	*	*	*		*	*	*		*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*	*	*	*		*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*		*	*	*		*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*	*	*	*		*			*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*	*	*	*		*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*			*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*		*	*	*
WELDING	*	*	*	*	*	*		*	*	*	*	*

SCIENCE SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. Those listed as "Not Available" do not offer enough hours to qualify for credits in your high school. However, we have noted the skills covered. Those listed with an asterisk after the title are eligible. The asterisk indicates that the topic is studied in that curriculum.

	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
COURSE	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
AIR CONDITIONING, REFRIGERATION AND HEATING							*	*	*	*	*	*		*	*	*				*	*	
AUTO BODY REPAIR								*	*	*	*	*	*	*	*					*		*
AUTOMOTIVE MECHANICS								*		*	*	*	*	*	*	*				*		
AUTOMOTIVE DIESEL AND ENGINE REBUILDING								*		*	*	*		*	*	*	*			*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*				*	*	*	*		*	*					*	
BUILDING TRADES							*	*	*	*	*	*	*		*	*		*		*		
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	N	* O	* T	* A	V	* A	I	L	A	B	L	E										
CHILD CARE AIDE	*	*	*	*	*	*			*		*	*		*	*			*	*		*	*
COMMERCIAL ART AND PRINTING CAREERS	N	O	T	A	V	A	I	* L	A	* B	* L	* E	*		*	*						*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*		*		*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	N	O	T	A	V	* A	I	* L	A	* B	* L	* E	*		*	*						*
CUSTOM CABINETMAKING	* N	O	T	A	V	A	I	* L	A	* B	* L	* E			*			*				
DENTAL ASSISTING	*	*	*	*	*	*				*	*	*	*								*	*

SCIENCE SKILLS - CONTINUED

COURSE	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
DESIGN DRAFTING							*	*	*	*		*	*		*	*	*			*		*
ELECTRICAL TRADES							*	*	*	*	*		*	*	*	*	*		*			
FASHION MERCHANDISING	*	*	*	*		*		*		*	*	*	*								*	
FOOD SERVICES					*	*		*	*		*	*	*		*				*		*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS								*		*			*	*	*	*	*			*		
INTERIOR DESIGN		*	*			*	*	*	*	*	*	*	*		*	*						
LANDSCAPING AND GREENHOUSE TECHNOLOGY							*	*	*		*	*	*		*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE								*	*	*	*	*	*	*	*	*		*		*		
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	N	O	T	A	V	A	I	L	A	B	L	E										*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*		*	*					*			*		*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*		*	*					*			*		*	*
PLUMBING AND HEATING					*		*	*	*	*	*	*			*	*		*		*		*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	N	O	T	A	V	A	I	L	A	B	L	E	*	*	*	*				*		*
T.V. AND COMPUTER REPAIR										*	*	*	*	*	*	*				*		
WELDING								*		*	*	*	*	*	*	*				*		

COURSE OBJECTIVES

1. To prepare students with entry level skills, abilities and knowledge for employment in medical skills and related health careers.

2. To present 900 hours of instruction and practice in medical skills and related health careers in accordance with the course curriculum and skill profile outline.

3. To provide a detailed summary evaluation of the proficiency achieved by each student representing the most important content areas presented in the medical skills and related health careers skill profile.

4. To help each student develop positive attitudes and ideals related to their occupation in medical skills and related health careers and understand their own capabilities and potential.

5. To instill in each student the need to plan for their professional growth through continuous learning in their chosen occupation.

STUDENT ACTIVITIES

All students enrolled in the Ocean County Vocational-Technical School are encouraged to join Vocational Industrial Clubs of America (VICA). Student activities are infused into each program. Each building has a student government and a student activities program separate from VICA. Additionally, students from each center and every class are encouraged to participate in the VICA Leadership and Job Demonstration Contests which begin in the centers and radiate throughout the district as Ocean County Vocational-Technical School inter school winners are chosen.

Student activities emphasize the basic precepts of VICA, as well as the basic tenets of democracy. Within the context, each of our programs teaches the dignity of work, high standards in trade ethics and safety, and a belief in the free enterprise economic system.

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UNIT: ORIENTATION - MEDICAL SKILLS AND RELATED HEALTH CAREERS

TOPIC: STUDENT HANDBOOK

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. School rules and regulations	A. Student rights and responsibilities B. Student grievance procedures C. Student expectations D. School code of discipline E. Attendance and graduation policy F. Student transfers G. Grading system H. Accidents I. Bedside instruction J. Cooperative Industrial Education (C.I.E) K. Driving policy L. Drug and alcohol policy M. Early dismissal procedures N. Lockers O. Driver permits P. School closing procedures Q. Smoking R. Student progress reports S. Telephones T. Theft U. Tools and equipment	A. Note taking skills B. Filling out forms C. Oral communications D. Test taking skills E. Functional reading skills (Student Handbook) F. Meanings in context	A. Whole numbers B. Percentages		A. The student will be able to list what is expected of him/her for the school year in order to promote effective learning conditions Written test B. The student will be able to list the standards to be met in the school and classroom Written test

UNIT: SAFETY

TOPIC: SAFETY PRACTICES IN CLASSROOM

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Protection of self and others	A. Body mechanics 1. Broad base of support 2. Bend from hips and knees 3. Use strongest muscles 4. Use weight of body to push or pull 5. Carry heavy objects close to body 6. Avoid twisting; turn feet and entire body 7. Avoid bending for long periods of time 8. Always get help if necessary B. Spills - clean up C. Solutions 1. Identify ingredients 2. Read labels three times D. Handwashing 1. Proper method 2. Importance of frequency 3. Latex gloves 4. Instruction on aseptic technique E. Use of fire extinguishers 1. Type A 2. Type B 3. Type C 4. Type ABC F. Location of fire extinguishers G. Location of fire exits 1. Classroom 2. Building	A. Note taking skills B. Functional reading skills C. Following directions D. Oral communications E. Identifying main ideas F. Meanings in context G. Signal words H. Parts of textbook	A. Whole numbers B. Decimals C. Percentages D. Measurement E. Ratio and proportion	A. Skeletal system B. Muscle system C. Gravity D. Matter E. Cellular theory F. Chemical reactions G. Electricity H. Bacteriology I. Waste disposal	A. The student will be able to demonstrate body mechanics in lab area B. The student will be able to pass a written test with 70% accuracy C. The student will be able to list potentially hazardous solutions used in the classroom D. The student will be able to list three ways of protecting self from occupational health hazards E. The student will be able to demonstrate proper clean up and waste disposal in lab area F. The student will be able to demonstrate proper techniques of handwashing and donning gloves in lab area G. The student will be able to pass a written test on fire extinguishers with 70% accuracy H. The student will be able to conduct self properly during fire drills I. The student will be able to name location of fire fighting equipment in the classroom J. The student will be able to pass a performance test on all tasks

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
II. Proper use of equipment	A. Proper usage of electrical equipment 1. Check plugs - use only if instructed on usage 2. Stove - proper cleaning technique 3. Oven - proper cleaning technique 4. Washer - check plugs and H_2O outlets 5. Dryer - check plugs and lint catcher 6. Diswasher - instructions on usage, loading and energy conservation 7. Autoclave - proper usage and check outlet 8. Electrical beds a. methods of operation b. methods of cleaning c. check outlets and plugs d. static electricity 9. Hand crank hospital beds a. methods of siderail usage b. patient safety c. employ body mechanics d. wheel locks				A. The student will be able to demonstrate proper usage of equipment in the lab area B. The student will be able to list safety hazards in electrical equipment C. The student will be able to demonstrate proper usage of electric beds and hand crane beds D. The student will be able to pass a performance test on equipment usage E. The student will be able to pass a written test on equipment usage with 70% accuracy
III. Patient safety	A. Proper identification 1. Wrist bands 2. Verbal acknowledgement 3. Labeling bed or unit B. Restraints 1. Torso 2. Limb				A. The student will be able to name three methods of identifying a patient B. The student will be able to demonstrate application of torso and limb restraints C. The student will be able to pass a performance test in lab area D. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identify proper handling of medical tools A. Thermometer B. Sphygmomanometers C. Hoyer lift D. Scales 1. Adult 2. Infant	A. Care and cleaning of thermometer 1. Oral 2. Rectal 3. Digital/electronic B. Care of blood pressure equipment 1. Mercurial 2. Aneroid C. Operation of Hoyer lift - maintain wide base D. Maintaining accuracy and weight balance - safety factors in usage	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Inferences E. Fact/Opinion distinction F. Signal words G. Parts of textbook/manual H. Following directions I. Outlining and note taking J. Interpretation of maps, graphs and charts K. Interpretation of diagrams L. Test taking skills M. Problem solving N. Vocabulary O. Oral communications P. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurement F. Estimating G. Graphs	A. Cellular theory B. Skeletal system C. Muscles D. Diseases E. Gravity F. Matter G. Chemical reactions H. Waste disposal I. Bacteriology	A. The student will be able to properly clean and disinfect glass thermometers B. The student will be able to properly clean up and dispose of breakage C. The student will be able to properly read and record temperature on a graph D. The student will be able to demonstrate proper handling of valve - inflate and deflate blood pressure cuff E. The student will be able to pass a performance test on all tasks F. The student will be able to pass a written test with 70% accuracy

UNIT: ANATOMY AND PHYSIOLOGY

TOPIC: CELLS, TISSUES, ORGANS AND BODY SYSTEMS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identify cells II. Identify tissue types III. Identify organs	A. Cellular structure 1. Nucleus 2. Cell membrane 3. Cytoplasm 4. Mitochondria B. Cellular division - tissues 1. Muscle a. cardiac b. smooth 2. Epithelial a. external b. internal 3. Connective a. blood b. lymph c. fibrous 4. Nervous C. Organs relating to systems 1. Skeletal a. body framework b. bones 2. Muscular - muscles of the body 3. Respiratory a. lungs b. mouth c. pharynx d. trachea e. bronchi 4. Circulatory a. heart b. lungs c. arteries and veins 5. Digestive a. mouth b. esophagus c. stomach d. intestines e. pancreas f. liver and gallbladder 6. Excretory a. skin b. kidneys c. ureters d. bladder e. large intestine	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Interpretation of diagrams J. Test taking skills K. Oral communications L. Study skills	A. Whole numbers B. Percentages C. Weights and measurements D. Ratio and proportion	A. Cellular theory B. Diseases C. Matter D. Chemical reactions E. Food production F. Nutrition G. Waste disposal H. Geneology I. Bacteriology J. Energy	A. The student will be able to name structure of cell B. The student will be able to list types of body tissue C. The student will be able to list body systems D. The student will be able to name three to six organs of each body system E. The student will be able to label a diagram locating parts of a cell F. The student will be able to label a diagram properly placing organs in systems G. The student will be able to pass a written test on cells and tissues with 70% accuracy H. The student will be able to pass a written test on organs and body systems with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	7. Nervous a. brain b. spinal cord c. spinal nerves 8. Endocrine a. pituitary b. thyroid c. parathyroids d. pancreas e. thymus f. ovaries g. testes h. adrenals i. pineal body 9. Reproductive - male a. testes b. prostate c. vas deferens d. urethra e. penis 10. Reproductive - female a. ovaries b. fallopian tubes c. uterus d. vagina 11. Special senses a. eye b. ear c. skin				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Defining anatomy of the skeletal system	A. Bones vary in shape, size and location B. The function of bones as 1. Framework 2. Protection 3. Levers 4. Production of blood cells 5. Storage of minerals C. Provide framework D. Provide movement when working with muscular system E. Bones of cranium 1. Frontal 2. Parietal 3. Occipital 4. Temporal 5. Maxillary 6. Mandibular 7. Zygomatic 8. Sphenoid 9. Ethmoid F. Bones of the upper body 1. Clavicle 2. Scapula 3. Sternum 4. Humerus 5. Radius 6. Ulna 7. Carpals 8. Metacarpals 9. Phalanges G. Bones of lower body 1. Femur 2. Patella 3. Tibia 4. Fibula 5. Tarsals 6. Metatarsals H. Bones of the vertebral column 1. Atlas 2. Axis 3. Cervical 4. Thoracic 5. Lumbar 6. Sacral 7. Coccyx	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Signal words E. Following directions F. Outlining and note taking G. Interpretation of charts H. Test taking skills I. Oral communications J. Study skills K. Vocabulary 1. Vertebrae a. cervical b. thoracic c. lumbar d. sacral e. coccyx 2. Cranium a. sphenoid b. ethmoid c. maxillary	A. Whole numbers B. Fractions C. Percentages	A. Chemical composition B. Mineral composition C. Bacteriology D. Physiology E. Gravity F. Virology G. Body system	A. The student will be able to list the main purposes of bones in the body B. The student will be able to list four types of bones and describe formation, composition and construction of bones C. The student will be able to name and define types of joints D. The student will be able to locate various parts of the human skeleton E. The student will be able to describe the functions of various parts of the human skeleton F. The student will be able to describe cartilage G. The student will be able to identify the difference between ligaments and tendons H. The student will be able to describe four diseases of the skeletal system I. The student will be able to label a diagram of the bones of the skeleton J. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Defining the muscular system	A. Three main types of muscles 1. Cardiac a. form heart b. contract to circulate blood c. involuntary action 2. Smooth a. internal organs b. contract to cause movement c. voluntary and involuntary action 3. Skeletal a. attached to bones b. cause movement B. Tendons - muscle to bone attachment C. Ligaments - muscle to muscle attachment D. Fascia - protective covering over muscle E. Different actions or movements are accomplished by muscles 1. Adduction - moving to midline of body 2. Abduction - moving away from body 3. Flexion - decreasing angle 4. Extension - increasing angle 5. Rotation - circular motion F. Contracture is lack of muscle use creating severe shortening - joints usually affected this way - common: "foot drop" G. Muscle attachments 1. Origin - no movement 2. Belly - central 3. Insertion - moves with muscle contraction	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Signal words E. Following directions F. Outlining and note taking G. Interpretation of charts and diagrams H. Test taking skills I. Vocabulary 1. Visceral 2. Cardiac 3. Biceps 4. Triceps 5. Deitoid 6. Trapezius 7. Sternocleidomastoid 8. Intercostals 9. Serratus 10. Rectus abdominus 11. Pectoralis major 12. Latissiumis dorsi 13. Flexors 14. Extensors 15. Biceps femoris 16. Gastrocnemius 17. Tibialis anterior 18. Sartorius 19. Gluteus maximus 20. Gluteus medius 21. Adduction 22. Abduction 23. Flexion 24. Extension 25. Rotation 26. Supination 27. Pronation 28. Contracture	A. Whole numbers B. Fractions C. Angles D. Percentages E. Weights F. Ratio	A. Physiology B. Bacteriology C. Virology D. Cellular theory E. System of body F. Nutrition G. Gravity	A. The student will be able to describe the function of muscles B. The student will be able to identify three types of muscles C. The student will be able to describe how muscles are attached and work together D. The student will be able to locate important skeletal muscles and identify their functions E. The student will be able to demonstrate muscle action and describe the type of joint movement F. The student will be able to differentiate between voluntary and involuntary muscles G. The student will be able to describe the two main ways muscles are attached to bones H. The student will be able to define, pronounce and spell all key words I. The student will be able to describe three diseases of the muscular system J. The student will be able to list at least ten muscles and identify their location K. The student will be able to label a diagram of the muscular system L. The student will be able to pass a written test on the muscular system with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	H. Muscles of upper torso 1. Sternocleidomastoid 2. Trapezius 3. Deltoid 4. Biceps/triceps 5. Flexor/extensors 6. Pectoralis major 7. Latissimus dorsi 8. Rectus abdominus I. Muscles of lower torso 1. Quadriceps femoris 2. Sartorius 3. Gluteus maximus 4. Tibialis anterior 5. Gastrocnemius				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Defining the circulatory system II. Defining the lymph and lymphatic system	A. Function of circulatory system 1. Transportation of blood and nutrient components 2. Pump made of muscle B. Chambers of the heart 1. Atrium - right and left 2. Ventricles - right and left C. Valves of the heart 1. Right side a. tricuspid b. pulmonary 2. Left side a. mitral b. aortic D. Flow of blood through heart 1. Superior, inferior vena cava to right atrium through tricuspid valve to right ventricle through pulmonary valve to pulmonary arteries to lungs 2. Pulmonary veins to left atrium through mitral valve to left ventricle through aortic valve to aorta to general circulation E. Heartbeat cycles 1. Systole 2. Diastole F. Blood composition 1. Oxygen - hemoglobin 2. Thrombocytes 3. Erythrocytes 4. Plasma a. nutrients b. salts c. gases d. wastes e. hormones f. enzymes	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Signal words E. Following directions F. Outlining and note taking G. Interpretation of charts H. Test taking skills I. Oral communications J. Study skills K. Problem solving L. Vocabulary 1. Myocardium 2. Endocardium 3. Pericardium 4. AV node 5. Arteries 6. Arterioles 7. Capillaries 8. Veins 9. Venules 10. Septum 11. Lymph 12. Lymph node 13. Lymphatic duct 14. Lymphatic vessel 15. Spleen 16. Thymus 17. Tonsil	A. Whole numbers B. Percentages C. Common fractions D. Weights E. Charts	A. Physiology B. Gravity C. Electricity D. Bacteriology E. Biology F. Chemical reactions G. Body system H. Cellular theory I. Diseases	A. The student will be able to label a diagram of the heart with the names of the layers, chambers, valves and major blood vessels B. The student will be able to differentiate between systolic and diastolic by explaining what is happening in the heart C. The student will be able to list four systems of circulation D. The student will be able to define pulmonary and general circulation E. The student will be able to list various types of blood vessels F. The student will be able to explain the function of each type of blood vessel G. The student will be able to list important components of the blood H. The student will be able to list blood types and the compatability of blood types I. The student will be able to describe lymphatic system's contribution to the circulatory system J. The student will be able to locate lymph nodes on a diagram K. The student will be able to pass a written test on the circulatory system with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	G. Blood typing 1. Type A 2. Type B 3. Type AB - universal recipient 4. Type O - universal donor H. Lymph - tissue fluid and waste products I. Lymphatic vessels - located throughout the body J. Organs involved - pancreas L. Body systems involved 1. Endocrine 2. Digestive				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Identify the organs of the respiratory system	Organs functioning together in the system 1. Mouth - air passageway 2. Nose a. air passageway b. filter c. heater d. moistener 3. Pharynx - air passageway 4. Larynx a. passageway b. vocal cords 5. Bronchus - passageway 6. Lungs a. tissue b. bronchioles c. alveoli d. lobes e. covering	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Inferences E. Fact/Opinion distinction F. Signal words G. Parts of textbook/manual H. Following directions I. Outlining and note taking J. Interpretation of charts K. Interpretation of diagrams L. Test taking skills M. Problem solving N. Study skills O. Vocabulary 1. Bronchus 2. Alveoli 3. Cilia 4. Inspiration 5. Exhalation 6. Diaphragm	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Graphs	A. Cellular theory B. Muscles C. System of body D. Diseases E. Psychology F. Gravity G. Matter H. Chemical reactions I. Waste disposal J. Bacteriology	A. The student will be able to define the function of the respiratory system B. The student will be able to list two phases of respiration C. The student will be able to list organs of breathing D. The student will be able to describe protective function of parts of the respiratory system E. The student will be able to list four diseases of the respiratory system and define them F. The student will be able to pass a written test on the respiratory system with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Defining of the digestive system II. Defining the role of the mouth in the digestive system	A. Organs of the system 1. Mouth 2. Teeth 3. Tongue 4. Salivary glands a. sublingual b. submandibular c. parotid 5. Pharynx 6. Esophagus 7. Stomach 8. Liver 9. Gallbladder 10. Small intestine 11. Pancreas 12. Large intestine B. Teeth 1. Breakdown of nutrients - salivary glands 2. Types of teeth C. Enzymes 1. Gastric juice 2. Pepsin 3. Insulin 4. Bile D. Absorption - villi 1. Nutrients 2. Blood E. Storage 1. Solid waste 2. H_2O absorption	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Signal words E. Following directions F. Outlining and note taking G. Interpretation of charts H. Oral communications I. Study skills J. Vocabulary 1. Subingual 2. Parotid 3. Insulin 4. Enzyme 5. Peristalsis 6. Villi	A. Whole numbers B. Weights and measurements C. Estimating D. Diagrams	A. Cellular theory B. Physiology C. Skeletal system D. System of the body E. Muscle system F. Gravity G. Chemical reactions H. Nutrition I. Waste disposal	A. The student will be able to describe the general function of the digestive system B. The student will be able to list the organs of the digestive system C. The student will be able to relate the function of the mouth and teeth to digestion D. The student will be able to explain the action of digestive juices and list the work of various enzymes E. The student will be able to explain action of intestinal juices F. The student will be able to describe the small and large intestines and the function of the liver, gallbladder and colon G. The student will be able to pass a written test on the digestive system with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Defining the excretory system	A. Function - rid the body of waste 1. Urine a. H_2O b. urea 2. Solid waste - unnecessary nutrients B. Organs 1. Kidneys a. nephrons b. glomerulus c. tubules d. pelvis e. Bowman's capsule 2. Ureters 3. Bladder 4. Urethra C. The skin as excretory agent 1. Suderiferous glands - excretion of water 2. Sebaceous glands - excretion of oil a. lubrication b. waste	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Fact/Opinion distinction E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Interpretation of diagrams J. Test taking skills K. Oral communications L. Study skills M. Vocabulary 1. Glomerulus 2. Nephron 3. Ureter 4. Urethra 5. Tubules 6. Micturition 7. Excretion	A. Whole numbers B. Percentages C. Weights and measurements D. Estimating E. Graphs F. Charting	A. Cellular theory B. Skeletal system C. Muscles D. System of the body E. Diseases F. Gravity G. Matter H. Chemical reactions I. Nutrition J. Waste disposal K. Bacteriology	A. The student will be able to describe the function of the excretory system B. The student will be able to name organs within the system C. The student will be able to list the units within the kidney D. The student will be able to label a diagram of the system E. The student will be able to properly name the organs of excretion within the skin F. The student will be able to correctly spell all key words G. The student will be able to pass a written test on the excretory system with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Defining the endocrine system	A. Function of endocrine glands 1. Internal secretions 2. Carry hormones via blood-stream and lymph system 3. Stimulate other glands to secrete hormones B. Location of endocrine glands 1. Pituitary a. base of brain b. "master gland" 2. Pineal - brain 3. thymus - behind sternum 4. Thyroid - neck 5. Parathyroid - on thyroid 6. Pancreas - abdomen 7. Ovary - pelvis 8. Testes - pelvis 9. Adrenals - kidneys 10. Placenta a. temporary b. uterus C. Hormones and their action 1. ACTH - stimulates adrenals 2. TSH - stimulates thyroid 3. GH - stimulates growth 4. FSH - stimulates growth and hormones in ovaries and testes 5. LH a. causes ovulation b. causes production of sperm 6. Prolactin - stimulates secretion of milk 7. Vasopressin - antiduretic 8. Oxytocin a. causes contraction of uterus b. stimulates milk flow 9. Thyroxine a. increases metabolism b. stimulates physical and mental growth 10. Parathormone - regulates calcium in the blood	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Signal words E. Parts of textbook/manual F. Following directions G. Outlining and note taking H. Interpretation of maps, graphs and charts I. Test taking skills J. Oral communications K. Study skills L. Vocabulary 1. Hormone 2. Metabolism 3. Giantism 4. Acromegaly 5. Dwarfism 6. Cretinism 7. Goiter 8. Secretion 9. Antibody	A. Whole numbers B. Graphs C. Measurements	A. Cellular theory B. System of the body C. Diseases D. Matter E. Hormonal reactions F. Nutrition G. Bacteriology	A. The student will be able to list the glands of the endocrine system B. The student will be able to describe the function of the endocrine system C. The student will be able to correctly spell and pronounce all key words D. The student will be able to label a diagram of location of glands E. The student will be able to match hormones to gland of production F. The student will be able to pass a written test on the endocrine system with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	11. Epinephrine - activates body in stress situations 12. Insulin - metabolism of sugar 13. Estrogen - promotes growth of female sex organs 14. Progesterone - maintains lining of uterus 15. Testosterone - stimulates growth of male sex organs 16. Thymosin - stimulates production of antibodies in early life				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Defining the nervous system	A. Function of the nervous system - coordination of all activities of the body 1. Central nervous system - brain and spinal cord 2. Peripheral nervous system a. Nerves b. Autonomic system - involuntary body functions B. Basic unit of nervous system - Neuron - cell body 1. Nucleus 2. Dendrites 3. Axxon C. Nerves 1. Sensory - messages from body to brain 2. Motor - messages from brain to body (muscles and glands) 3. Connecting - mixed; carry both sensory and motor D. Division of system 1. Central nervous a. brain b. spinal cord 2. Peripheral a. nerves b. autonomic E. Central nervous - brain 1. Cerebrum 2. Cerebellum 3. Midbrain 4. Pons 5. Medulla oblongata F. Spinal cord 1. Medulla to lumbar vertebrae 2. Vertebral protection 3. Reflex action 4. Sensory and motor messages to brain and body	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Signal words E. Parts of textbook/manual F. Following directions G. Outlining and note taking H. Interpretation of maps graphs and charts I. Interpretation of diagrams J. Test taking skills K. Oral communications L. Study skills M. Vocabulary	A. Whole numbers B. Percentages C. Graphs D. Diagrams	A. Cellular theory B. Skeletal system C. Muscles D. System of body E. Diseases F. Gravity G. Matter H. Chemical reactions I. Nutrition J. Bacteriology	A. The student will be able to describe the function of the nervous system B. The student will be able to label a diagram of the nervous system C. The student will be able to label a diagram of neuron D. The student will be able to list components of the brain and the functions of each E. The student will be able to list the differences of sensory and motor nerves F. The student will be able to describe the differences between sympathetic and parasympathetic systems G. The student will be able to correctly spell and pronounce all key words H. The student will be able to pass a written test on the nervous system with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	G. Meninges 1. Dura mater 2. Arachnoid 3. Pia mater H. Ventricles - production of cerebrospinal fluid I. Peripheral system 1. Somatic a. twelve per cranial b. thirty-one per spinal 2. Autonomic a. sympathetic b. parasympathetic J. Pathology of system				

UNIT: ANATOMY AND PHYSIOLOGY - CONTINUED

TOPIC: NERVOUS SYSTEM - SPECIAL SENSES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Defining the special senses A. Define the eye B. Define the ear	A. Function of the eye 1. Transmission of light 2. Transmission of image 3. Relating to the nervous system B. Parts of the eye 1. Sclera 2. Cornea 3. Lens 4. Aqueous humor 5. Vitreous humor 6. Retina a. rods b. cones 7. Optic nerve C. Function of the ear 1. Transmission of sound 2. Communication D. Parts of the ear 1. Outer vestibule 2. Tympatic membrane 3. Middle ear a. hammer b. anvil c. stirrup 4. Inner ear a. cochlea b. cilia	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Signal words E. Parts of textbook/manual F. Following directions G. Outlining and note taking H. Interpretation of maps, graphs and charts I. Interpretation of diagrams J. Test taking skills K. Oral communications L. Study skills M. Vocabulary 1. Sclera 2. Lens 3. Iris 4. Aqueous humor and vitreous humor 5. Rods and cones 6. Retina 7. Stapes 8. Cochlea 9. Transmission	A. Whole numbers B. Measurements C. Graphs D. Diagrams	A. Cellular theory B. Skeletal system C. Muscles D. System of the body E. Diseases F. Gravity G. Matter H. Chemical reactions I. Virology J. Bacteriology	A. The student will be able to describe special senses B. The student will be able to list parts of the eye C. The student will be able to list parts of the ear D. The student will be able to label a diagram of the eye and ear E. The student will be able to describe the correlation with the nervous system F. The student will be able to pass a written test on special senses of the nervous system with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Defining the female reproductive system II. Defining the male reproductive system	A. Function of the female reproductive system 1. Reproduction of human life 2. Enhancement of life through hormonal activity B. Organs - female reproductive system 1. Ovaries a. ova b. graaphian follicle c. corpus luteum 2. Fallopian tubes 3. Uterus a. fundus b. body c. cervix d. endometrium 4. Vagina - Bartholin's glands C. Trace route of ovum - female reproductive system - graaphian follicle to uterus D. Function of male reproductive system 1. Reproduction of human life 2. Enhancement of life through hormonal activity E. Organs - male reproductive system 1. Testes a. seminiferous tubules b. epididymis c. sperm 2. Vas deferens 3. Prostate 4. Cowper's gland 5. Seminal vesicle 6. Urethra F. Trace route of sperm - male reproductive system - tubules to urethra G. Hormonal influence - testosterone - male characteristics	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Fact/Opinion distinction E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Interpretation of maps, graphs and charts J. Interpretation of diagrams K. Test taking skills L. Problem solving M. Oral communications N. Study skills O. Vocabulary 1. Ovary 2. Fallopian tube 3. Graaphian follicle 4. Fertilization 5. Ovulation 6. Implantation 7. Fundus 8. Uterus 9. Endometrium 10. Cervix 11. Vagina 12. Estrogen 13. Progesterone 14. Testes 15. Spermatozoa 16. Epididymis 17. Vas deferens 18. Seminal vesicle 19. Semen 20. Seminal fluid 21. Testosterone	A. Whole numbers B. Decimals C. Percentages D. Weights and measurements E. Graphs	A. Cellular theory B. Skeletal system C. Muscles D. System of the body E. Diseases F. Gravity G. Matter H. Hormonal reactions I. Bacteriology	A. The student will be able to describe the functions of the female and male reproductive system B. The student will be able to describe the process of ovulation and fertilization C. The student will be able to list and describe the functions of the female and male organs of reproduction D. The student will be able to label a diagram of the female and male reproductive system E. The student will be able to describe hormonal influence F. The student will be able to correctly spell and pronounce all key words G. The student will be able to explain the process of fertilization and contrasts reproduction of simple cells and more complex forms H. The student will be able to pass a written test on the reproductive system with 70% accuracy

UNIT: MEDICAL ETHICS

TOPIC: MAINTAINING CONFIDENTIALITY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Defining confidentiality	Ethics of privileged communication 1. Information from patients should not be gossiped about 2. "Golden rule" - treat others as you or your family would want to be treated 3. Reporting wrongdoing	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Inferences F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Problem solving M. Spelling N. Oral communication O. Study skills			A. The student will be able to correctly define confidentiality B. The student will be able to list two situations in which a breach of confidentiality may occur C. The student will be able to role play in the lab to pass a performance test D. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Defining malpractice	A. Poor performance of skill that one has been trained for resulting in injury to a patient B. Role play - hypothetical situations	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Inferences F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Expository writing skills M. Problem solving N. Spelling O. Oral communications P. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Percentages	Psychology	A. The student will be able to correctly define malpractice B. The student will be able to list three situations in which malpractice may occur C. The student will be able to describe a situation in which malpractice could arise relating to the student D. The student will be able to prounounce and spell all key words correctly E. The student will be able to pass a written test with 70% accuracy F. The student will be able to demonstrate a situation of malpractice in the lab area to pass a performance test

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Defining negligence	A. Failure to give care which is normally expected of a person in a particular position; resulting in injury to another person B. Role play - hypothetical situations 1. Leaving side rails down when they should not be down 2. Not reporting defective equipment 3. Infection caused by non sterile instruments	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Inferences F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Expository writing skills M. Problem solving N. Spelling O. Oral communications P. Study skills			A. The student will be able to correctly pronounce and spell all key words B. The student will be able to correctly define negligence C. The student will be able to list three situations in which negligence may occur D. The student will be able to demonstrate a situation of negligence to pass a performance test E. The student will be able to pass a written test with 70% accuracy

UNIT: MEDICAL ETHICS - CONTINUED

TOPIC: ASSAULT, INVASION OF PRIVACY AND FALSE IMPRISONMENT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define assault II. Define invasion of privacy III. Define false imprisonment	A. Assault 1. Treatment given without consent of patient or mistreatment 2. Role play - hypothetical situations B. Invasion of privacy - unnecessary exposure of patient 1. Improper draping 2. Not using privacy curtain 3. Giving information to insurance company without patient's consent C. False imprisonment 1. Restraining or restricting an individual's freedom 2. Role play - application of physical restraints without an order	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Inferences F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Expository writing skills M. Problem solving N. Spelling O. Oral communications P. Study skills			A. The student will be able to correctly define assault, invasion of privacy and false imprisonment in a medical situation B. The student will be able to list three situations in which assault may occur C. The student will be able to list two situations in which invasion of privacy may occur D. The student will be able to demonstrate invasion of privacy and false imprisonment in a lab situation to pass a performance test E. The student will be able to pass a written test wtih 70% accuracy

UNIT: DETERMINE PATIENT NEEDS

TOPIC: OBSERVE THE PATIENT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define observation of patient	Purpose 1. Pattern of communication 2. Determinant of health a. skin color b. eye clarity c. body language d. hair and nail condition e. attitudinal changes f. dietary habits g. body odors h. sociability	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Inferences F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Charting L. Test taking skills M. Spelling N. Oral communications O. Study skills P. Tactile communication		A. Skeletal system B. Muscles C. System of body - integumentary; special senses D. Diseases E. Psychology F. Nutrition	A. The student will be able to demonstrate an increased sensitivity to patients' needs B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define communication as it relates to a patient	A. Purpose 1. Awareness of need 2. Contribute to patient's well being B. Procedure 1. Eye contact 2. Body language 3. Tactile communication 4. Verbal communication 5. Signing 6. Written communication C. Demonstrate forms of communication with role play as it relates to a "difficult" patient	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Spelling G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Oral communications L. Study skills M. Test taking skills		A. System of body 1. Musculo 2. Skeletal B. Diseases C. Psychology	A. The student will be able to pass a performance test in the classroom B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define body alignment	A. Purpose of positioning a patient in alignment 1. Comfort 2. Avoid decubitis ulcers 3. Stimulate circulation 4. Avoid pneumonia B. Procedures 1. Positioning dorsal recumbent a. low fowler's or pillow under head b. knees flexed c. pillow under heels d. pillow under arms, resting across chest 2. Positioning a patient on either side a. pillow behind back b. pillow between flexed legs c. pillow under upper arm 3. Frequent turning a. two hour intervals b. side to back to side	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Interpretation of diagrams L. Spelling M. Oral communications N. Study skills O. Tactile communication P. Test taking skills	A. Whole numbers B. Weights	A. Cellular theory B. Skeletal system C. Muscles D. Diseases E. Bacteriology F. Pathology	A. The student will be able to list three reasons for changing the position of an incapacitated patient B. The student will be able to pass a performance test in the classroom C. The student will be able to pass a written test with 70% accuracy

UNIT: DETERMINE PATIENT NEEDS - CONTINUED

TOPIC: USING BEDRAILS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define the need of bedrails	A. Purpose - safety of patient B. Procedure 1. Siderail opposite to side of bed you are working on, always in up position 2. Lower foot of bedrail first; protection of patient 3. Gently raise and lower - noise can be jarring to patient 4. Can be helpful for patient comfort - mental ease	A. Functional reading skills B. Vocabulary 1. Siderail 2. Bedrail C. Identifying main ideas D. Meanings in context E. Parts of textbook/manual F. Following directions G. Outlining and note taking H. Test taking skills I. Expository writing skills J. Problem solving K. Spelling L. Oral communications M. Study skills	A. Whole numbers B. Ratio and proportion	A. Skeletal system B. Muscles C. Diseases D. Psychology E. Gravity	A. The student will be able to pass a performance test in the classroom B. The student will be able to pass a written test with 70% accuracy

UNIT: CARING FOR PATIENT PERSONAL NEEDS

TOPIC: BATHING A PATIENT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define a complete bed bath	Procedure 1. Gather equipment a. wash cloth, towels, soap, basin and bath blanket b. bed linens and patient gown c. lotion, talc 2. Wash hands 3. Identify patient and explain procedure 4. Employ proper body mechanics - elevate bed and position equipment 5. Bathe in proper sequence a. Bath H_2O 105° F (41° C) b. eyes, face, neck and ears c. arms and hands d. chest and abdomen e. legs and feet f. back and buttocks g. genitals	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Signal words E. Parts of textbook/manual F. Following directions G. Outlining and note taking H. Test taking skills I. Problem solving J. Spelling K. Oral communications L. Study skills M. Vocabulary - decubitus	A. Whole numbers B. Percentages C. Measurements	A. Skeletal system B. Muscles C. System of body D. Diseases E. Psychology F. Matter G. Waste disposal	A. The student will be able to demonstrate the proper procedure for bathing a patient and pass a performance test B. The student will be able to pass a written test with 70% accuracy

UNIT: CARING FOR PATIENT PERSONAL NEEDS - CONTINUED

TOPIC: CLEANS TEETH AND DENTURES

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define cleaning teeth II. Define cleaning dentures	A. Routine oral care - proper method 1. A.M. care a. gather equipment b. identify patient c. wash hands d. assist if necessary 1.0 brush up from gum on bottom 1.1 brush down from gum on top 1.2 cleanse tongue 1.3 offer mouthwash 1.4 offer emesis basin 2. After meal care - follow correct procedure after each meal and at bedtime B. Denture care 1. Reasons for care a. patient comfort, hygiene and nutrition b. liability due to loss 2. Proper identification is important - keep dentures with the patient 3. Procedure a. warm/cool water with toothpaste or baking soda b. rinse thoroughly c. protect from damage	A. Functional reading skills B. Vocabulary 1. Caries 2. Mucous membrane 3. Denture C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Spelling L. Oral communications M. Study skills N. Test taking skills	A. Whole numbers B. Percentages C. Measurements D. Formulas E. Estimating F. Ratio and proportion	A. Cellular theory B. Skeletal system C. System of body D. Diseases E. Gravity F. Matter G. Chemical reactions H. Nutrition I. Waste disposal J. Pathology	A. The student will be able to demonstrate the proper procedure for cleaning teeth and dentures in the lab area to pass a performance test B. The student will be able to identify the equipment necessary for bedside treatment C. The student will be able to determine the areas of the mouth which are in need of attention D. The student will be able to pass a written test with 70% accuracy

TOPIC: PERFORM SPECIAL MOUTH CARE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define special mouth care	A. Distinguish between routine and oral B. Needs for special care 1. Comatose patient 2. Incapacitated patient 3. Patient receiving continuous O_2 therapy C. Gather equipment 1. Prepackaged 2. Mix glycerin with lemon and H_2O D. Procedure 1. Lower gums 2. Upper gums 3. Roof of mouth 4. Tongue 5. Lips	A. Functional reading skills B. Identifying main ideas C. Vocabulary 1. Tongue depressor 2. Glycerin 3. Swab 4. Comatose D. Meanings in context E. Signal words F. Following directions G. Outlining and note taking H. Test taking skills I. Problem solving J. Spelling K. Oral communications L. Tactile communication M. Study skills	A. Whole numbers B. Percentages C. Measurements D. Formulas E. Ratio and proportion	A. Cellular theory B. Anatomy C. Physiology D. System of body E. Bacteriology F. Virology G. Diseases H. Chemical reactions	A. The student will be able to list items of procedure for performing special mouth care B. The student will be able to identify the need for special mouth care C. The student will be able to perform the task of special mouth care in the lab area to pass a performance test D. The student will be able to pass a written test with 70% accuracy

UNIT: CARING FOR PATIENT PERSONAL NEEDS - CONTINUED

TOPIC: PERFORM BACK RUB

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define method of back rub	A. Back rub indicated 1. Relaxation 2. Skin circulation stimulus 3. Check for decubitus ulcer, prevention for the same B. Back rub contraindicated 1. No doctor's order 2. Cardiac patient 3. Burn victim C. Back rub procedure 1. Lotion/talc 2. Fluid movements 3. Continuous strokes 4. Ideally four to five minutes D. Observation - alert for possible skin breakdown, marks	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Inferences F. Oral communications G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Interpretation of diagrams L. Test taking skills M. Spelling N. Tactile communication	Whole numbers	A. Anatomy B. Cellular theory C. Skeletal system D. Muscles E. System of body F. Diseases G. Psychology H. Nutrition	A. The student will be able to demonstrate skill in lab area to pass a performance test B. The student will be able to list two reasons for giving a back rub C. The student will be able to list two reasons a back rub would be contra-indicated D. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of combing and/or brushing hair	A. Define need for hair care 1. Incapacitated patient 2. Comatose patient B. Procedure 1. Brush or comb from end of hair to scalp 2. Cleanse if necessary with astringent for bedridden patient 3. Arrange neatly C. Effects of procedure 1. Patient comfort 2. Sense of well being	A. Functional reading skills B. Problem solving C. Identifying main ideas D. Meanings in context E. Spelling F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Oral communications M. Tactile communication N. Study skills		A. Cellular theory B. Muscles C. Anatomy D. System of body E. Diseases F. Psychology G. Nutrition	A. The student will be able to demonstrate procedure in the lab area to pass a performance test B. The student will be able to list scalp conditions requiring special attention C. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define shaving procedure	A. Shaving indicated 1. Comatose patient 2. Incapacitated patient B. Authorization C. Procedure 1. Check for knicks on blade 2. Identify patient 3. Position patient 4. Shoulder drape 5. Moisten area with warm water 6. Apply lather to small area 7. Hold skin taut 8. Shave in direction of hair growth 9. Shave both cheeks, chin area, nostril area and neck 10. Wash and dry face 11. Apply aftershave if desired 12. Position patient in alignment	A. Functional reading skills B. Problem solving C. Identifying main ideas D. Meanings in context E. Spelling F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Oral communications M. Tactile communication N. Study skills		A. Cellular theory B. Muscles C. Anatomy D. System of body E. Diseases F. Psychology	The student will be able to demonstrate proficiency in patient shaving to pass a performance test in lab area

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of changing patient clothing	A. Identify patient B. Provide privacy 1. Drape patient 2. Privacy curtain C. Remove soiled clothing D. Infusion - take care removing garment with I.V. bottle E. Place new clothing on patient - eliminate unnecessary exposure F. Check area before leaving bedside - patient's personal items and call bell within reach	A. Functional reading skills B. Vocabulary 1. Infusion 2. Intravenous C. Identifying main ideas D. Signal words E. Parts of textbook/manual F. Following directions G. Outlining and note taking H. Test taking skills I. Spelling J. Oral communications K. Study skills L. Tactile communication M. Visual observation		A. Skeletal system B. Muscles C. Diseases	A. The student will be able to change a patient's bedclothes properly in lab area to pass a performance test B. The student will be able to pass a written test with 70% accuracy

TOPIC: CARING FOR THE NAILS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of caring for patient's nails	A. Purpose 1. Cleanliness 2. Avoid self inflicted injury B. Procedure 1. Identify patient 2. Assemble equipment 3. Mild soap and warm H_2O solution 4. File without points 5. Do not use scissors 6. Lotion 7. Hands and feet included 8. Observe condition of skin 9. Report any significant observations 10. Leave area neat and clean with patient's personal items within reach 11. Call bell within reach	A. Functional reading skills B. Identifying main ideas C. Signal words D. Parts of textbook/manual E. Following directions F. Outlining and note taking G. Test taking skills H. Oral communications I. Study skills J. Tactile communication	A. Ratio and proportion B. Measurements	A. Cellular theory B. Body system - integumentary C. Pathology	A. The student will be able to list equipment that is necessary for the procedure B. The student will be able to perform the procedure in lab area to satisfactorily pass a performance test C. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of assisting a patient with a bedpan II. Define procedure of assisting a patient with a urinal	A. Bedpans 1. Regular 2. Fracture - flatter design B. Procedure for bedpans 1. Identify patient 2. Provide privacy 3. Lift or roll patient on; depending on need 4. Properly dispose of waste after noting character of stool 5. Allow patient to wash hands 6. Leave area neat and clean 7. Patient's items within reach 8. Call bell in place 9. Siderails up C. Procedure for urinal 1. If patient is incapacitated, place urinal for him 2. Provide privacy 3. Check orders for intake and output 4. Note color, volume and amount if necessary 5. Dispose of properly	A. Functional reading skills B. Vocabulary 1. Urinate 2. Micturate 3. Void 4. Defecate 5. Feces 6. Urinal C. Identifying main ideas D. Parts of textbook/manual E. Following directions F. Outlining and note taking G. Test taking skills H. Problem solving I. Spelling J. Oral communications K. Study skills	A. Whole numbers B. Weights and measurements	A. System of body - excretory B. Diseases C. Matter D. Nutrition E. Waste disposal	A. The student will be able to pass a performance test in the lab area B. The student will be able to pass a written test with 70% accuracy

UNIT: CARING FOR PATIENT PERSONAL NEEDS - CONTINUED

TOPIC: WEIGHING AND MEASURING A PATIENT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of weighing a patient II. Define procedure of measuring a patient	A. Procedure for weighing 1. Identify patient 2. Balance scale 3. Place protective covering on scale 4. Assist patient to scale 5. Move weights to proper position of balance 6. Read scale properly 7. Assist patient back to bed 8. Readjust scale to 0 (zero) balance B. Procedure for measuring 1. Adjust measuring lever safely above patient's head 2. Rest lever on head 3. Read measurement 4. Assist patient away from lever safely 5. Readjust measuring lever in place	A. Functional reading skills B. Identifying main ideas C. Fact/Opinion distinction D. Signal words E. Parts of textbook/manual F. Following directions G. Outlining and note taking H. Test taking skills I. Problem solving J. Spelling K. Oral communications L. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Weights and measurements E. Multiplication F. Division G. Addition H. Subtraction	A. Skeletal system B. Diseases	A. The student will be able to determine the balancing of a scale B. The student will be able to read a scale properly to pass a performance test C. The student will be able to properly determine the graduations of measurement D. The student will be able to read measurements correctly to pass a performance test E. The student will be able to pass a written test with 70% accuracy

UNIT: BEDMAKING

TOPIC: CLOSED BED, OPEN BED, OCCUPIED BED, SURGICAL BED AND ORTHOPEDIC BED

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of making a closed bed II. Define procedure of making an open bed III. Define procedure of making an occupied bed IV. Define procedure of making a surgical bed V. Define procedure of making an orthopedic bed	A. Closed bed 1. Purpose - keep bed clean until a new patient is admitted 2. Procedure a. Gather equipment, in order of placement, after bed has been cleaned following discharge of patient 1.0 bottom sheet 1.1 draw sheet 1.2 top sheet 1.3 bedspread 1.4 pillowcase b. miter bottom sheet c. smooth, tighten draw sheet d. miter bottom of top sheet e. apply bedspread, mitering with top sheet f. apply pillowcase - open end away from door 3. All stitched seams will be placed away from contact of patient's skin B. Open bed 1. Purpose - "welcome" new patient; make ready for patients to return to bed after being up a short time 2. Procedure - fanfold top sheets in accordian pleat fashion, toward bottom third of the bed C. Occupied bed 1. Purpose - to provide a clean, comfortable bed for bedridden patient 2. Procedure a. change linens after a.m. care	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Inferences E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Problem solving J. Spelling K. Oral communications L. Tactile communication M. Study skills N. Test taking skills	A. Whole numbers B. Weights and measurements	A. Muscles B. Diseases C. Matter	A. The student will be able to pass a performance test in lab area B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	b. make bed one side at a time with patient laying on their side, on the opposite side of the bed c. loosen old linens and push them close to the patient d. apply new linens placing excess close to patient e. roll patient over linens and repeat procedure, pulling linens tight to avoid wrinkles f. place top linens as in closed bed, making sure to leave toe space by "toe pleat" before mitering g. place patient in proper alignment D. Surgical bed 1. Purpose - to make bed ready to receive patient from recovery room or surgical procedure 2. Procedure a. bottom linen placement the same b. place bath blanket over top half of bed as you would place the bottom sheet c. top linens should not be mitered - fold up top sheet and blanket from bottom of bed d. fold over top sheet and blanket from head of bed in same way e. bring both top and bottom of bed linens in line with opposite side of bed edge to form "V"				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	f. fan fold "V" to side of bed g. place "chux" on top of bed linens h. place pillow aside E. Orthopedic bed 1. Purpose - keep linens away from contact with patient 2. Procedure a. bottom linen placement the same b. place bed cradle and secure it over patient c. place top sheet and blanket over patient d. secure linens under mattress at the bottom of the bed				

UNIT: COLLECTING SPECIMENS

TOPIC: COLLECTING URINE AND STOOL SPECIMENS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of collecting urine specimen II. Define procedure of collecting stool specimen	A. Urine specimens 1. Purpose a. laboratory testing b. measuring intake and output 2. Procedure a. offer urinal or bedpan b. measure urine in graduate c. note color and clarity d. discard specimen unless sending it to lab e. chart findings f. follow same measuring procedure if collecting specimen from urinary drainage bag B. Stool specimens 1. Purpose a. laboratory testing b. measuring intake and output 2. Procedure a. offer bedpan or place specimen catch on toilet b. note color, size and configuration of stool c. discard specimen unless it is to be sent to lab d. chart findings	A. Functional reading skills B. Vocabulary 1. Clean catch 2. Midstream catch 3. Occult blood 4. I & O (intake and output) C. Identifying main ideas D. Meanings in context E. Inferences F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Interpretation of maps, graphs and charts L. Test taking skills M. Problem solving N. Spelling O. Oral communications P. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Ratio and proportion G. Graphs	A. Cellular theory B. System of body - excretory C. Diseases D. Gravity E. Matter F. Chemical reactions G. Nutrition H. Waste disposal I. Pathology J. Bacteriology	A. The student will be able to pass a performance test in lab area using mock set up B. The student will be able to pass a written test with 70% accuracy

UNIT: COLLECTING SPECIMENS - CONTINUED

TOPIC: MEASURE INTAKE AND OUTPUT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of measuring intake and output	A. Purpose 1. Determine functioning of excretory system 2. Determine balance of fluids taken in and excreted B. Procedure 1. Metric system a. compare with household measurement b. hospitalized patient's intake recorded in metric c. record all intake and output in eight hour segments d. accuracy essential 2. Intake a. orally b. intravenously c. Irrigation 3. Output a. urine b. emesis c. bowel movement d. irrigation 4. Check each agencies method of recording	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Signal words E. Parts of textbook/manual F. Following directions G. Outlining and note taking H. Interpretation of maps, graphs and charts I. Test taking skills J. Expository writing skills K. Spelling L. Oral communications M. Study skills	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Ratio and proportion G. Estimating H. Graphs	A. System of body - excretory B. Diseases C. Gravity D. Matter E. Nutrition F. Waste disposal	A. The student will be able to pass a performance test in the lab area B. The student will be able to pass a written test with 70% accuracy

UNIT: ASSISTING WITH EXAMINATIONS

TOPIC: POSITION AND DRAPE PATIENT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define Sim's position II. Define Fowler's position III. Define Trendelenberg position IV. Define lithotomy position	A. Sim's position 1. Purpose - rectal examinations 2. Procedure a. patient on left side b. left arm extended behind back c. right arm in front of patient, flexed d. left leg flexed slightly e. right leg flexed at knee and brought up toward abdomen f. drape patient with free floating sheet B. Fowler's position 1. Purpose a. facilitate breathing and relieve distress b. encourage chest drainage c. chest examinations 2. Procedure a. low Fowler's head elevated b. semi Fowler's head elevated at 45° angle c. high Fowler's head elevated at 90° angle d. knees are slightly bent and supported e. one sheet drape, free at sides C. Trendelenberg position 1. Purpose a. position one for circulatory shock b. position two for pelvic examinations or surgery 2. Procedure a. foot of bed elevated so head is lower than feet	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Signal words E. Parts of textbook/manual F. Following directions G. Outlining and note taking H. Test taking skills I. Expository writing skills J. Spelling K. Oral communications L. Study skills M. Vocabulary 1. Sim's 2. Trendelenberg 3. Fowler's 4. Lithothomy 5. Stirrups 6. Recumbent 7. Speculum		A. Skeletal system B. Muscles C. Diseases D. Gravity E. Pathology	A. The student will be able to pass a performance test in lab area of classroom setting B. The student will be able to pass a written te[illegible] with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	b. position two would have feet inclined downward and also higher than head c. one sheet draping D. Lithotomy position 1. Purpose a. vaginal examinations b. rectal examinations c. surgery of pelvic area 2. Procedure a. patient on back b. knees separated, flexed, feet in stirrups c. arms at side d. buttocks at end of table e. draping with one sheet placed in diamond shape over body; one corner at upper chest, one between legs; each of other two corners wrapped around each foot				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define donning isolation garments	A. Purpose - isolation prevents the spread of organisms 1. Confining organisms to patient and his/her room 2. Protects health care of worker B. Procedure 1. Wash hands - remove jewelry and place inside pocket 2. Don isolation cap 3. Don mask 4. Don gown - insert arms through sleeve; tie at waist and neck 5. Put on gloves - take care to cover cuff of gown 6. Removal of clothes before exiting room 7. Removal of clothes before exiting room a. untie neck and waist of gown b. pull gown off, keeping gloves on c. untie mask d. remove hat/cap e. remove gloves 1.0 do not touch skin with gloves 1.1 remove one glove by grasping cuff and pulling off 1.2 remove second glove by inserting ungloved fingers under cuff and pushing glove off 8. All garment to be discarded in linen hamper in room 9. Gloves to be discarded in trash 10. Wash hands before leaving unit	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Oral communications N. Study skills		A. Cellular theory B. Diseases C. Psychology D. Chemical reactions E. Waste disposal F. Bacteriology	A. The student will be able to list reasons for isolation B. The student will be able to pass a performance test in classroom C. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define function of autoclave	A. Purpose - destroy organisms by steam pressure B. Autoclave parts 1. Pressure gauge 2. Water reservoir 3. Timer 4. Sealed door C. Operating procedure 1. Load tray loosely with items to be sterilized 2. Turn dial to fill 3. When water appears in chamber, turn dial to sterilize; close and lock door 4. Time for ten to fifteen minutes (depending on volume to be sterilized) 5. When cycle is complete, turn dial to exhaust 6. When pressure gauge reads 0 pressure, crack open door 7. If time permits, allow items to remain in tray to air dry D. Other methods 1. Cold chemical sterilization 2. Boiling H_2O	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Interpretation of gauges L. Test taking skills M. Spelling N. Oral communications O. Study skills P. Vocabulary 1. Autoclave 2. Sterilization 3. Steam sterilization 4. Cold sterilization 5. Chemical sterilization	A. Whole numbers B. Common fractions C. Percentages D. Weights and measurements E. Ratio and proportion F. Formulas	A. Diseases B. Matter C. Chemical reactions D. Waste disposal E. Bacteriology	A. The student will be able to list methods of sterilization B. The student will be able to list parts of an autoclave C. The student will be able to pass a performance test in the classroom D. The student will be able to pass a written test with 70% accuracy

UNIT: TAKE AND RECORD VITAL SIGNS

TOPIC: TEMPERATURES - ORAL, RECTAL AND AXILLARY

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of taking temperatures A. Orally B. Rectally C. Axillary	A. Orally 1. Purpose - health determinant 2. Procedure a. authorization b. identify patient c. explain procedure d. proper placement 1.0 sublingual 1.1 shielded e. timing - 3 minutes f. note three factors 1.0 time of day 1.1 indivudal's temperature 1.2 location of thermometer B. Rectally 1. Purpose - health determinant 2. Procedure a. authorization b. identify patient c. explain procedure d. position patient e. lubricate and insert gently f. timing - two minutes g. cleanse area C. Axillary 1. Purpose - health determinant a. to be used only when oral or anal approach is impossible b. least accurate 2. Procedure a. authorization b. identify patient c. explain procedure d. cleanse axilla and dry thoroughly e. place in axilla, cross arm over chest; hold in place for ten minutes	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Interpretation of maps graphs and charts L. Interpretation of diagrams M. Test taking skills N. Spelling O. Oral communications P. Tactile communication Q. Study skills R. Vocabulary 1. Axillary 2. Orally 3. Sublingual 4. Rectally	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Degrees measurement F. Ratio and proportion G. Graphs	A. Skeletal system B. Muscles C. Diseases D. Psychology E. Chemical reactions	A. The student will be able to list most accurate and least accurate areas of temperature taking B. The student will be able to describe normal range of temperatures of adults and children C. The student will be able to pass a performance test in classroom D. The student will be able to pass a written test with 70% accuracy

Task

I. Define taking a patient's pulse

II. Define respirations

III. Define blood pressure

Theory

A. Pulse
   1. Purpose - health determinant
   2. Locations
      a. radial (wrist)
      b. carotid (neck)
      c. temporal (forehead)
      d. brachial (upper arm)
      e. femoral (groin)
      f. popliteal (behind knee)
      g. dorsalis pedis (arch of foot)
   3. Procedure
      a. identify patient
      b. palpate pulse
      c. count beats per minute
      d. record
         1.0 rate
         1.1 rhythm
         1.2 volume
      e. record on graph

B. Respirations
   1. Purpose - health determinant
      a. distressed
      b. normal
   2. Procedure
      a. identify patient
      b. explain procedure
      c. be unobserved so patient does not change rate
      d. timing - one minute
      e. count one inhalation and exhalation as one respiration
      f. record on graph

C. Blood pressure
   1. Purpose - determine the pressure the heart creates on arteries while it contracts and relaxes

Communication Skills

A. Functional reading skills
B. Expository writing skills
C. Identifying main ideas
D. Meanings in context
E. Problem solving
F. Fact/Opinion distinction
G. Signal words
H. Parts of textbook/manual
I. Following directions
J. Outlining and note taking
K. Interpretation of maps, graphs and charts
L. Interpretation of diagrams
M. Test taking skills
N. Spelling
O. Oral communications
P. Tactile communication
Q. Study skills
R. Vocabulary
   1. Temporal
   2. Carotid
   3. Brachial
   4. Radial
   5. Femoral
   6. Popliteal
   7. Dorsalis pedis
   8. Inspiration
   9. Inhalation
   10. Expiration
   11. Exhalation
   12. Rales
   13. Cheynes-stokes
   14. Systole
   15. Diastole
   16. Sphygmomanometer
   17. Mercurial
   18. Aneroid
   19. Stethoscope

Mathematics Skills

A. Whole numbers
B. Common fractions
C. Decimals
D. Percentages
E. Measurement
F. Ratio and proportion
G. Graphs

Science Knowledge

A. Skeletal system
B. Muscles
C. Diseases
D. Psychology
E. Chemical reactions

Student Outcome

A. The student will be able to list five pulse sites

B. The student will be able to describe pulse rate, rhythm and volume

C. The student will be able to list normal pulse rates for adults and children

D. The student will be able to describe respirations and list normal respiration rates for adults and children

E. The student will be able to describe the types of blood pressure equipment

F. The student will be able to record blood pressures correctly on a graph

G. The student will be able to pass a performance test in the classroom

H. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	2. Procedure a. identify patient b. explain procedure c. apply cuff d. locate brachial artery and apply diaphragm of stethoscope e. inflate cuff f. open valve slowly g. record systolic h. record diastolic i. chart on graph				

UNIT: DETERMINE PATIENT NUTRITIONAL NEEDS

TOPIC: SERVE AND COLLECT TRAYS

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of serving patient food tray II. Define feeding a patient	A. Serving food tray 1. Purpose - proper nutrition 2. Procedure a. check name on tray b. check diet restrictions c. clean bedside area d. offer patient a washcloth and towel e. position patient in high Fowler's f. arrange tray conveniently on overbed table g. arrange tray attractively h. assist, if necessary, to open containers, etc. i. remove tray when patient is finished j. note quantities ingested k. chart l. offer toothbrush and equipment to cleanse mouth m. tidy up bedside area B. Feeding a patient 1. Purpose - increase the patient's nutritional health with assistance 2. Procedure a. identify patient b. check items on tray for accuracy c. encouraging attitude d. pleasant manner e. feed slowly f. test for temperature on wrist g. mix solids with liquids, alternating h. record intake on chart	A. Functional reading skills B. Identifying main ideas C. Meanings in context D. Signal words E. Parts of textbook/manual F. Following directions G. Outlining and note taking H. Test taking skills I. Expository writing skills J. Problem solving K. Spelling L. Oral communications M. Study skills	A. Whole numbers B. Common fractions C. Percentages D. Weights and measurements E. Ratio and proportion F. Graphs and charts	A. System of body - digestive B. Diseases C. Psychology D. Food production E. Nutrition F. Waste disposal	A. The student will be able to pass a performance test in the classroom B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define therapeutic diets A. Diabetic B. Low salt C. Clear liquid	A. Diabetic diet - check tray to be sure carbohydrates and sugars are within normal range B. Low sodium diet 1. Make sure no salt is on food - salt substitute acceptable 2. Check for foods with hidden salts a. cold cuts b. creamy soups c. salted crackers, etc. C. Clear liquid diet - check tray making sure of 1. No creams 2. No creamy soups 3. No ice cream 4. No solids	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Interpretation of graphs and charts L. Test taking skills M. Spelling N. Oral communications O. Study skills	A. Whole numbers B. Percentages C. Weights and measurements	A. System of body B. Diseases C. Psychology D. Matter E. Chemical reactions F. Food production G. Nutrition	A. The student will be able to list at least three food groups for diabetic, low salt and clear liquid diets B. The student will be able to pass a written test with 70% accuracy

UNIT: PERFORM TRANSFERS

TOPIC: WHEELCHAIR TRANSPORT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define transporting a patient in a wheelchair	A. Safe operation of wheelchair 1. Locks 2. Removal leg panels 3. Swing foot pads B. Procedure 1. Dress patient 2. Position chair close to bed, locked position 3. Raise foot pads 4. Assist patient into chair 5. Cover with wrap or blanket 6. Transport slowly bracing chair against yourself when on inclines 7. Reverse procedure to put patient back in bed	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Oral communications N. Study skills	A. Weights and measurement B. Ratio and proportion	A. Skeletal system B. Muscles C. Gravity D. Matter	A. The student will be able to list parts of a wheelchair and list safety factors B. The student will be able to pass a performance test in the classroom C. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of moving a conscious patient from bed to stretcher and from stretcher to bed	Procedure 1. Identify patient 2. Elevate bed to height of stretcher 3. Loosen top linens - apply bath blanket cover 4. Lower siderail next to stretcher, position stretcher next to bed; lock wheels on bed and stretcher 5. Assist patient if necessary a. instruct patient to bend knees and lift hips to push toward stretcher b. Instruct patient to lift self to stretcher 6. Elevate siderails on stretcher 7. Tighten restraining belts across patient 8. Reverse procedure to return patient to bed	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Oral communications N. Study skills	A. Weights and measurement B. Ratio and proportion	A. Skeletal system B. Muscles C. Gravity D. Matter	The student will be able to pass a performance test in the classroom

UNIT: PERFORM TRANSFERS - CONTINUED

TOPIC: BED TO STRETCHER - STRETCHER TO BED (UNCONSCIOUS PATIENT)

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of moving an unconscious patient from bed to stretcher and from stretcher to bed	Procedure 1. Three man team a. one person at head, midbody and feet b. lifting together on command from leader at head - "cradle, lift, one, two, three" 2. Procedure same as for conscious patient except for team lifting 3. Always explain even though the patient is unconscious 4. Properly align patient when procedure is complete	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Oral communications N. Study skills	A. Weights and measurement B. Ratio and propertion	A. Skeletal system B. Muscles C. Gravity D. Matter	The student will be able to pass a performance test in the classroom

UNIT: PERFORM TRANSFERS - CONTINUED

TOPIC: HOYER LIFT

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure for using a Hoyer lift	A. Mechanical lift (Hoyer) 1. Identify parts 2. Identify assembly of sling B. Procedure 1. Identify patient 2. Explain procedure 3. Roll patient to place sling under 4. Remove top linens after patient is dressed 5. Position lift over bed 6. Extend base of lift 7. Attach sling; elevate slowly to sitting position 8. Slowly move patient over to chair positioned near bed 9. Lower patient into chair; release sling; store Hoyer over bed 10. Get help if possible although procedure can be a one man operation 11. Reverse procedure to return patient to bed	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Oral communications N. Study skills	A. Weights and measurement B. Ratio and proportion	A. Skeletal system B. Muscles C. Gravity D. Matter	The student will be able to pass a performance test in the classroom

UNIT: PERFORM DIAGNOSTIC TESTS

TOPIC: CAPILLARY PUNCTURE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define capillary puncture	A. Purpose - obtain a blood sample for testing B. Procedure 1. Identify patient 2. Explain procedure 3. Obtain consent 4. Apply gloves 5. Seat patient comfortably 6. Select finger free from sores, scabs, edema, cyanosis - do not use thumb or index finger 7. Cleanse finger with 70% alcohol - allow to air dry 8. Grasp firmly; pierce skin with lancet using quick, stabbing stroke; right angle to striations, avoiding fingernail area 9. Let blood flow freely from finger; avoid squeezing; gentle pressure from a distance most effective way 10. Remove first drop with sterile gauze (no alcohol contamination) 11. Succeeding drops should be used for testing 12. Work quickly to avoid cessation of bleeding 13. Remain with patient until bleeding stops 14. Clean up work area 15. Break off point of lancet and discard properly in waste container 16. Wash hands - discard rubber gloves properly	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Oral communications N. Study skills O. Interpretation of graphs and charts P. Interpretation of diagrams Q. Vocabulary - capillary	A. Whole numbers B. Measurements C. Ratio and proportion	A. Cellular theory B. Skeletal system C. System of body - circulatory D. Diseases E. Matter F. Chemical reactions G. Waste disposal H. Pathology	A. The student will be able to pass a performance test in the classroom B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of obtaining a blood smear	A. Purpose - preparing glass slide with specimen of blood for testing B. Procedure 1. Identify patient 2. Explain procedure 3. Obtain consent 4. Gather equipment a. two glass slides b. one glass slide cover c. alcohol pad 5. Clean slides and cover slip with alcohol - don gloves 6. Perform capillary puncture; place small drop of blood on slide - in center 7. Place spreader slide at 30 - 40° angle, pull straight back and then slide forward to evenly distribute blood in thin film 8. Allow to air dry 9. Check patient for cessation of bleeding 10. Clean all equipment 11. Wash hands and discard gloves	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Oral communications N. Study skills O. Interpretation of graphs and charts P. Interpretation of diagrams	A. Measurement B. Ratio and proportion C. Whole numbers	A. Skeletal system B. Cellular theory C. System of body - circulatory D. Diseases E. Matter F. Chemical reactions G. Waste disposal H. Pathology	A. The student will be able to pass a performance test in the classroom B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of typing blood	A. Purpose - prepare for testing by capillary puncture for blood type and factor B. Procedure 1. Identify patient 2. Explain procedure 3. Obtain consent 4. Don gloves 5. Prepare finger as in capillary puncture 6. Prepare equipment a. anti-sera A b. anti-sera B c. Rh serum 7. Place drop of blood in two drops of anti-sera A and B and in Rh serum 8. Allow three to five minutes to react 9. Read for agglutens 10. Clean equipment 11. Discard gloves 12. Chart findings	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Oral communications N. Study skills O. Interpretation of graphs and charts P. Interpretation of diagrams	A. Measurement B. Ratio and proportion C. Whole numbers	A. Skeletal system B. Cellular theory C. System of body - circulatory D. Diseases E. Matter F. Chemical reactions G. Waste disposal H. Pathology	A. The student will be able to pass a performance test in the classroom B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define hemoglobin	A. Purpose - to determine level of iron and O_2 carrying blood factors B. Procedure 1. Identify patient 2. Explain procedure 3. Obtain consent 4. Don gloves 5. Prepare finger as in capillary puncture 6. Gather equipment a. alcohol pad b. dry gauze pad c. reaction paper 7. Place drop of blood on reaction paper 8. Allow to air dry three minutes 9. Compare to color chart to determine hemoglobin percentage 10. Check patient's finger for cessation of bleeding 11. Chart findings	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Oral communications N. Study skills O. Interpretation of graphs and charts P. Interpretation of diagrams	A. Measurement B. Ratio and proportion C. Whole numbers	A. Skeletal system B. Cellular theory C. System of body - circulatory D. Diseases E. Matter F. Chemical reactions G. Waste disposal H. Pathology	A. The student will be able to pass a performance test in the classroom B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define procedure of testing urine for sugar and acetones	A. Purpose - to determine if kidneys are filtering acetone and sugar efficiently B. Procedure 1. Identify patient 2. Explain procedure 3. Obtain consent 4. Don gloves 5. Obtain clean catch specimen 6. Gather equipment - reagent strips 7. Dip strip into urine and remove immediately 8. Read color coding within ten seconds to one minutes 9. Compare with color chart 10. Clean equipment 11. Discard gloves and specimen properly 12. Chart findings	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Oral communications N. Study skills O. Interpretation of graphs and charts P. Interpretation of diagrams	A. Measurement B. Ratio and proportion C. Whole numbers	A. Skeletal system B. Cellular theory C. System of body - circulatory D. Diseases E. Matter F. Chemical reactions G. Waste disposal H. Pathology	A. The student will be able to pass a performance test in the classroom B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define rehabilitation - assist with crutch walking	A. Rehabilitation - to restore patient to most functional level following injury; to be supportive physically and emotionally B. Fit crutches 1. Walking shoes on patient 2. Position patient against wall on unaffected foot 3. Crutches placed four inches to front and four inches to side of patient 4. Adjust length to two inches below axilla (avoid radial nerve damage) 5. Handgrip adjusted so elbows flex at 30° angle C. Various gaits 1. Four point - both legs weight bearing 2. Two point - both legs weight bearing - faster gait 3. Three point - one leg weight bearing 4. Swing-to - shoulder and arm strength needed 5. Swing-thru - rapid means of movement (most advanced method) D. Safety 1. Be prepared at all times to catch patient if they start to fall 2. Be alert to any problems patient may have during ambulation 3. Report or record patient progress	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Oral communications N. Study skills O. Interpretation of diagrams	A. Whole numbers B. Common fractions C. Weights and measurements D. Ratio and proportion E. Physics F. Geometry G. Sequential ordering	A. Skeletal system B. Muscles C. System of body 1. Skeletal 2. Muscular D. Diseases E. Gravity	A. The student will be able to pass a performance test in the classroom B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define rehabilitation - ambulating with a cane	A. Rehabilitation - to restore patient to most functional level following injury; to be supportive physically and emotionally B. Safety - check cane rubber tip; if patient needs extra stability, use three leg cane C. Cane height 1. Meet top of femur 2. Elbow flexed at 25 to 30° angle D. Cane is used with weak side E. Gait 1. Move weak foot (with cane) forward first 2. Follow with good foot 3. Follow with patient 4. Be alert for unsteadiness	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Oral communications N. Study skills O. Interpretation of diagrams	A. Whole numbers B. Common fractions C. Weights and measurements D. Ratio and proportion E. Physics F. Geometry G. Sequential ordering	A. Skeletal system B. Muscles C. System of body 1. Skeletal 2. Muscular D. Diseases E. Gravity	A. The student will be able to pass a performance test in the classroom B. The student will be able to pass a written test with 70% accuracy

UNIT: ASSIST WITH REHABILITATION - CONTINUED

TOPIC: ASSISTING WITH A WALKER

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define rehabilitation - assisting with a walker	A. Rehabilitation - to restore patient to most functional level following injury; to be supportive physically and emotionally B. Safety factors 1. Check rubber tips on walker for security 2. Adjust height so patient's arms flex at 30° angle 3. Trochanter height C. Placement 1. Patient securely within framework 2. Walker moves three to four inches forward 3. Patient follows	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Oral communications N. Study skills O. Interpretation of diagrams	A. Whole numbers B. Common fractions C. Weights and measurements D. Ratio and proportion E. Physics F. Geometry G. Sequential ordering	A. Skeletal system B. Muscles C. System of body 1. Skeletal 2. Muscular D. Diseases E. Gravity	A. The student will be able to pass a performance test in the classroom B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define rehabilitation - range of motion exercises	A. Rehabilitation - to restore patient to most functional level following injury; to be supportive physically and emotionally B. Purpose 1. Restore muscle tone 2. Restore mobility of joints C. Procedure 1. Upper body a. patient in supine position b. work arm closest away from body, bend up over head, return to side of body c. repeat three times d. do other arm 2. Hands a. bend hand up at wrist, down again - repeat three times b. work fingers in clutching position to finger extension c. work thumb circular fashion - repeat three times d. repeat procedure with opposite hand 3. Lower body a. flex knee (closest to you), extend leg - repeat three times b. flex knee, rotate lower leg outward, return to original position - repeat three times c. work opposite leg in same fashion	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Fact/Opinion distinction G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Oral communications N. Study skills O. Interpretation of diagrams	A. Whole numbers B. Common fractions C. Weights and measurements D. Ratio and proportion E. Physics F. Geometry G. Sequential ordering	A. Skeletal system B. Muscles C. System of body 1. Skeletal 2. Muscular D. Diseases E. Gravity	A. The student will be able to pass a performance test in the classroom B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	4. Feet a. flex and extend foot three times; rotate foot inward and outward b. flex and extend toes; move great toe in same fashion c. repeat procedure with opposite foot 5. Align patient, support with pillows				

UNIT: OFFICE PROCEDURES

TOPIC: FILING

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define various methods of filing A. Alphabetically B. Numerically C. Color coding	A. Purpose 1. Security of important papers 2. Accessibility 3. Efficiency and order B. Alphabetical procedure 1. Group in alphabetic breakdown (A to D, E to G, etc.) 2. Divide in units and indexing according to last name or subject C. Numeric procedure 1. Cross indexing required 2. Index as for alphabetical and then number 3. Numbers run in order 4. Record kept on numbers assigned 5. Numbers run small to large; file according to terminal numbers D. Color coding procedure 1. Color assigned to block of alphabet or one letter 2. Several numbers or letters can be assigned a color 3. Recognition of placement is visibly easier	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Interpretation of maps, graphs and charts G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Spelling M. Study skills N. Decoding O. Vocabulary 1. Heading 2. Indexed 3. Inquiry 4. Cross index/reference	A. Whole numbers B. Common fractions C. Decimals		A. The student will be able to file records in alphabetical and numerical systems B. The student will be able to pass a performance test in the classroom C. The student will be able to type letters of consultation, collection, appointment and recall D. The student will be able to complete basic insurance forms accurately E. The student will be able to maintain a bookkeeping system F. The student will be able to write checks, deposit slips and receipts G. The student will be able to pass a written test with 70% accuracy

UNIT: OFFICE PROCEDURES - CONTINUED

TOPIC: USING THE TELEPHONE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Define proper usage of the telephone	A. Impression created by your voice and approach 1. Tactful 2. Diplomatic 3. Firm but flexible 4. Friendly but professional 5. Courteous; patient B. Voice 1. Pleasant 2. Low pitched 3. Clear 4. Distinct C. Procedure 1. Answer promptly, with a smile 2. Keep receiver firmly against ear 3. Mouthpiece one to two inches away from mouth 4. Screen calls 5. Handle promptly 6. Evaluate emergency calls 7. Use discretion 8. Keep memorandum pad to record messages a. name of caller b. time and date c. message d. action taken e. initial 9. Remain calm 10. Do not keep on hold	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Spelling G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Study skills	Whole numbers		A. The student will be able to utilize correct telephone techniques B. The student will be able to pass a performance test in the classroom

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define process of scheduling appointments	A. Purpose - to run a business with efficiency and benefits for owner and clients B. Procedure 1. Book/log a. mark off time unavailable b. allow enough time for each procedure and patient so as not to "backlog" 2. Use pencil (appointment changes) 3. Schedule close together but not so close that patients will feel rushed or have to wait too long 4. Obtain full name of patient and their telephone numbers 5. Repeat day, date and time to patient 6. Do not question a cancellation 7. Cancellations a. reschedule to patient's convenience b. explain situation to those who arrive uncalled, reschedule 8. Revise system if necessary	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Spelling G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Study skills	Whole numbers		A. The student will be able to schedule appointments on a standard appointment ledger B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Defines medical terminology (abbreviations, prefixes and suffixes)	A. Purpose - define and decipher orders and correspondence B. Vocabulary 1. Abbreviation 2. Prefix 3. Suffix 4. Word root 5. Arteriosclerotic 6. Bacteriology 7. Bundle branch block 8. Biopsy 9. Conization 10. Barium 11. Bilateral 12. Basal 13. Metabolic 14. Bromsulphalein 15. Urea 16. Nitrogen 17. Calcium 18. Catheter 19. Cubic centimeter 20. Coronary 21. Certified 22. Congestive heart failure 23. Carbohydrate 24. Clinitest 25. Acetest 26. Chloride 27. Carbon dioxide 28. Creatine phosphokinase 29. Cardiopulmonary resuscitation 30. Culture and sensitivity 31. Cerebral vascular accident 32. Cervix 33. Dilatation 34. Curettage 35. Differential 36. Dilute 37. Osteopathy 38. Podiatric 39. Dram 40. Dextrose	41. Diagnose 42. Electroencephalogram 43. Electrocardiogram 44. Erythrocyte sedimentation 45. Excision 46. Exploratory 47. Extraction 48. Fasting 49. Foley 50. Fetal 51. Fracture 52. Gonococcus 53. Gonorrhea 54. Gram 55. Genito-urinary 56. Gynecology 57. Hypodermic 58. Hematocrit 59. Mercury 60. Hemoglobin 61. Hysterectomy 62. Incision 63. Intramuscular 64. Infusion 65. Inquinal 66. Internal 67. Intravenous pyelogram 68. Potassium 69. Kilogram 70. Liter 71. Lumbar 72. Laparotomy 73. Lateral 74. Quadrant 75. Laxative 76. Minim 77. Maternity 78. Milliequivalent 79. Magnesium 80. Milligram	81. Milliliter 82. Nitrogen 83. Sodium 84. Neurology 85. Nonprotein 86. Normal saline 87. Occular dextro 88. Occular sinistra 89. Phosphorus 90. Phenyl ketonuria 91. Psychology 92. Psychiatry 93. Range of motion 94. Prescription 95. Sub cutaneous 96. Transaminase 97. Specific gravity 98. Spirits 99. Tonsillectomy 100. Adenoidectomy 101. Tincture 102. Transurethral resection 103. Traction 104. Ointment 105. Vaginal 106. Venereal 107. Serology 108. Syphillis 109. Anesthesia 110. Adenopathy 111. Neuralgia 112. Inflammation 113. Dysmenorrhea 114. Hematology 115. Carcinoma 116. Orthopedic 117. Opthalmology 118. Cyanosis 119. Osteomyelitis 120. Colostomy	121. Chondroma 122. Hydrocele 123. Craniotomy 124. Dermatitis 125. Diplopia 126. Ectoderm 127. Centrifuge 128. Gastrostomy 129. Glossalgia 130. Glycosuria 131. Lacrimal 132. Leukocyle 133. Lipid 134. Cholelithiasis 135. Malocclusion 136. Cytopenia 137. Aphasia 138. Phlebitis 139. Acrophobia 140. Rhinoplasty 141. Pleurisy 142. Apnea 143. Proctoscopy 144. Pyogenic 145. Quadriplegia 146. Hemorrhagia 147. Diarrhea 148. Sclerosis 149. Semi-conscious 150. Septicemia 151. Stenosis 152. Subclavian 153. Suprapubic 154. Tachycardia 155. Tendonitis 156. Diathermy 157. Thrombosis 158. Toxemia 159. Transurethral 160. Trigeminal 161. Atrophy 162. Visceral 163. Ventral 164. Vasoconstriction	A. The student will be able to define and pronounce all key words and terms B. The student will be able to identify basic medical abbreviations selected from a standard list C. The student will be able to define prefixes, suffixes and word roots selected from a list of words D. The student will be able to use words in context E. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	F. Safety rules 1. Read order carefully 2. Check label three times 3. Medication given only on doctor's orders 4. Know action, dosage, route of administration and side effects 5. Storage 6. Discard old 7. Never use from unmarked bottle 8. Discard unused 9. Report all mistakes immediately 10. Avoid distractions 11. Avoid "mental" math - use pencil and paper for calculations G. Compare Roman to Arabic in whole numbers 1. One to ten in units of one 2. Ten to fifty in units of ten 3. One hundred to one thousand in units of hundreds H. Metric system - conversions 1. Dry a. micrograms to milligrams b. milligrams to grams c. grams to kilograms 2. Liquid a. milliliter to cubic centimeter b. milliliters to liters				

TOPIC: PHYSICIAN'S DESK REFERENCE

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define Physician's Desk Reference	A. Published annually B. Sections 1. Manufacturer's index 2. Product name index 3. Product classification index 4. Generic and chemical name index 5. Product identification 6. Product information 7. Diagnostic products information section 8. Poison control centers 9. Drug overdose C. Medication forms 1. Liquids a. orally/injectables b. aqueous suspensions c. syrups d. tinctures 2. Solid forms a. capsule b. pill c. tablet d. troche or lozenge e. enteric coated 3. Semi-solids a. ointments b. pastes c. suppositories D. Administrations 1. Orally 2. Rectally 3. Intramuscular 4. Intravenous 5. Intradermal 6. Topically 7. Inhalation 8. Sublingually E. Five "rights" 1. Medication 2. Dosage 3. Patient 4. Time 5. Method	A. Functional reading skills B. Expository writing skills C. Identifying main ideas D. Meanings in context E. Problem solving F. Spelling G. Signal words H. Parts of textbook/manual I. Following directions J. Outlining and note taking K. Test taking skills L. Study skills M. Interpretation of graphs and charts N. Interpretation of diagrams O. Vocabulary 1. Generic 2. Injectable 3. Syrup 4. Aqueous suspension 5. Tincture 6. Capsule 7. Troche 8. Lonzenge 9. Enteric 10. Ointment 11. Paste 12. Suppository 13. Topical 14. Sublingual 15. Inhalation	A. Whole numbers B. Common fractions C. Decimals D. Percentages E. Weights and measurements F. Ratio and proportion G. Formulas H. Graphs I. Metric system	A. Cellular theory B. Skeletal system C. Muscles D. Diseases E. Matter F. Waste disposal G. Systems of body	A. The student will be able to find basic information about various drugs B. The student will be able to identify methods of drug administration and metric conversions C. The student will be able to define, pronounce and spell all key words D. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define patient care team	A. Medical doctor 1. Educational requirements 2. Job description 3. Salary range B. Registered nurse 1. Educational requirements 2. Job description 3. Salary range C. Licensed practical nurse 1. Educational requirements 2. Job description 3. Salary range D. Nurse aid 1. Educational requirements 2. Job description 3. Salary range	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Test taking skills J. Expository writing skills K. Spelling L. Oral communications M. Study skills N. Resume writing O. Job application skills	A. Whole numbers B. Percentages C. Graphs		A. The student will be able to list job description of medial team careers B. The student will be able to pass a written test with 70% accuracy

UNIT: IDENTIFY JOB RESPONSIBILITIES OF VARIOUS HEALTH CAREERS - CONTINUED

TOPIC: DENTAL TEAM

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
1. Define dental team	A. Dentist 1. Educational requirements 2. Job description 3. Salary range B. Dental hygienist 1. Educational requirements 2. Job description 3. Salary range C. Chairside assistant 1. Educational requirements 2. Job description 3. Salary range	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Test taking skills J. Expository writing skills K. Spelling L. Oral communications M. Study skills N. Resume writing O. Job application skills	A. Whole numbers B. Percentages C. Graphs		A. The student will be able to list educational qualifications and job description of dental team B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define medical technology team	A. Medical assistant 1. Educational requirements 2. Job description 3. Salary range B. Physician's assistant 1. Educational requirements 2. Job description 3. Salary range C. Emergency medical technician 1. Educational requirements 2. Job description 3. Salary range D. Social workers 1. Educational requirements 2. Job description 3. Salary range E. Electrocardiograph technician 1. Educational requirements 2. Job description 3. Salary range F. Electroencephalograph technician 1. Educational requirements 2. Job description 3. Salary range G. Radiologist/X-ray technician 1. Educational requirements 2. Job description 3. Salary range H. Respiratory therapist 1. Educational requirements 2. Job description 3. Salary range	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Test taking skills J. Expository writing skills K. Spelling L. Oral communications M. Study skills N. Resume writing O. Job application skills	A. Whole numbers B. Percentages C. Graphs		A. The student will be able to list educational requirements and job description of medical technology team B. The student will be able to pass a written test with 70% accuracy

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
	I. Dietary team 1. Nutritionist a. educational requirements b. job description c. salary range 2. Dietitian aide a. educational requirements b. job description c. salary range 3. Food service worker a. educational requirements b. job description c. salary range J. Pharmacist/Pharmacist aide 1. Educational requirements 2. Job description 3. Salary range K. Central supply service 1. Educational requirements 2. Job description 3. Salary range				

Task	Theory	Communication Skills	Mathematics Skills	Science Knowledge	Student Outcome
I. Define rehabilitative team	A. Physical therapist 1. Educational requirements 2. Job description 3. Salary range B. Occupational therapist 1. Educational requirements 2. Job description 3. Salary range C. Play therapist 1. Educational requirements 2. Job description 3. Salary range	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Meanings in context E. Signal words F. Parts of textbook/manual G. Following directions H. Outlining and note taking I. Test taking skills J. Expository writing skills K. Spelling L. Oral communications M. Study skills N. Resume writing O. Job application skills	A. Whole numbers B. Percentages C. Graphs		A. The student will be able to list educational requirements an job description of rehabilitative team B. The student will be able to pass a written test with 70% accuracy